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ABSTRACT

The National Assessment of Educational Progress was used as the primary model in a multistate workshop on the assessment of educational programs. One day each was devoted to the development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. This document concerns itself primarily with the organization and the evaluation of the workshop. The appendix provides an outline of the Colorado Assessment Program and educational assessment plans for nine other States. The results of a 6-month followup evaluation to determine the workshop's influence on State assessment plans are included. (Author/DN)

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Final Report: Part I

Project No. 1-0711

Grant No. OEG-0-71-4554

Frank B. Womer and Irvin J. Lehmann
Education Commission of the States
1860 Lincoln Tower, Suite 300
Denver, Colorado 80203

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ECS ASSESSMENT WORKSHOP

September 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
National Center for Educational Research and Development

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ECS Assessment Workshop

Abstract

A two-week assessment workshop was held in Boulder, Colorado on July 12-23, 1971 for personnel from state departments of education. Seventeen participants from ten states were in attendance.

The National Assessment of Educational Progress was used as the primary assessment model. One day each was devoted to development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. In addition, three one-half day sessions each were devoted to presentation of three existing state assessment plans -- Colorado, Pennsylvania, and New York.

Conference participants prepared an outlined plan for assessment in their own states, utilizing whatever model or variations seemed best to them.

Conference participants completed an evaluation. All of them recommended a similar workshop for other state department personnel. All of them indicated that they had learned something of potential utility for their own state. Generally, they preferred the more specific presentations. All of them indicated a need for follow-up assistance as they sought to implement assessments in their own states.

Frank B. Womer
Irvin J. Lehmann

Final Report

Part I

Project No. 1-0711
Grant No. OEG-0-71-4554

ECS ASSESSMENT WORKSHOP

For State Department Personnel

Frank B. Womer
Irvin J. Lehmann

Education Commission of the States

Denver, Colorado

September 30, 1971

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Acknowledgments

The success of this workshop is due not only to the efforts of the National Assessment consultants and the three state consultants, but also to the 17 workshop participants. Each person contributed information as well as receiving information. An air of informality contributed to a productive but pleasant learning situation.

The members of the Education Commission of the States and National Assessment staffs who participated contributed their time without charge to the workshop. They were Carmen J. Finley, George H. Johnson, Dale I. Foreman, David Wright, Larry Conaway, J. Stanley Ahmann, James A. Hazlett, and Wendell Pierce. In addition, the Research Triangle Institute contributed the time of David Bayless; and Paul Campbell made minimal expense charges. This has enabled the directors to plan a thorough 6-month follow-up to attempt to ascertain the lasting effects of the workshop. Part II of the final report will contain the results from the six-month evaluation. It will be submitted February 15, 1972.

The directors are grateful to each contributor and to the University of Colorado for making the workshop a success.

Frank B. Womer
Irvin J. Lehmann

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Introduction

The early 1970's may well be remembered in education as the "age of accountability." Assessment is a term commonly associated with accountability, a term that suggests a method for seeking evidence as to whether schools (or the total educational process) are being accountable, are doing what they say they are doing. Many assessment efforts are in the planning stages; only a few have been implemented and have produced results. National Assessment is easily the most visible assessment effort in the country, and, in the opinion of many, the most carefully developed one. In spite of considerable initial hostility, National Assessment now is accepted and approved by most of the educational community.

National Assessment is designed to provide national results, regional results, and size of community results. It is not designed to provide state or school district results. Since it was designed for efficient information-gathering in large units, it does have potential specific utility for states (and possibly a few very large cities). It has general utility as a "model" assessment for almost any sized educational unit. The potential utility of National Assessment as a model is above-and-beyond its major thrust of gathering direct evidence on the achievements of young people; it is a side benefit that needs to be exploited.

Already the educational research community is well aware of National Assessment and is highly approving. National Assessment is appearing as a major topic in test and measurement textbooks and is being taught in college classes.

Some states have established state assessments and many others are planning assessments. Only a few have expressed no interest.

The utility of National Assessment as a "field" model for state level assessments is apparent to many. The Education Commission of the States (ECS) has received many inquiries about National Assessment as a model, about National Assessment materials, etc. ECS held one short state assessment meeting a year and a half ago and over 20 states were represented.

In an effort to make National Assessment more accessible to the states, and in an effort to present alternative assessment models to the states a two-week assessment workshop for state department personnel was developed by ECS, funded by NCERD, and organized by Frank B. Womer and Irvin J. Lehmann in Boulder, Colorado from July 12 - 23, 1971.

Method

The workshop was organized as follows:

July 12	ECS Welcome	Wendell Pierce
	Assessment	James Hazlett
	Goals and Objectives	Vincent Campbell
July 13	Exercise Development	Carmen Finley
July 14	Colorado Assessment	Arthur Olson
	Sampling	David Bayless
July 15	Sampling	David Bayless
	Assessment	Frank Womer and Irvin Lehmann
July 16	Pennsylvania Assessment	Paul Campbell
	New York Assessment	Lorne Woollatt
July 19	Administration and Scoring	George Johnson, Larry Conaway, and David Wright
July 20	Data Analysis	Dale Foreman
July 21	Reporting and Dissemination	Eleanor Norris
July 22	Presentations of ten state plans	Conference participants
	Workshop Dinner	J. Stanley Ahmann, speaker
July 23	Evaluation	Frank Womer and Irvin Lehmann

Each day's activities were a combination of presentations and discussions. The volume of questions from participants made it very easy to zero in on their interests.

Representatives from each state represented in the workshop prepared an outline of an assessment plan for their own state. They are presented in Appendix A.

Organization

All conference arrangements were made by Mr. George Goulette of the University of Colorado Conference Office. Workshop sessions were held in three rooms of the University of Colorado Engineering Center. Workshop participants had a choice of housing in a University dormitory or a nearby motel. The University of Colorado Conference Office handled registration, provided audio-visual equipment, handled telephone messages, provided coffee breaks, provided a typist and reproduction services, and arranged for a workshop dinner. All arrangements were handled very smoothly.

Staff and Consultants

Staff:

Womer, Frank B.
Professor, School of Education
The University of Michigan
(formerly Staff Director of NAEP)

Lehmann, Irvin J., Professor
Office of Evaluation Services
Michigan State University
(formerly Director of Research for NAEP)

Consultants:

Ahmann, J. Stanley
Staff Director
NAEP

Bayless, David L.
Head of Sample Design and Evaluation Section
Research Triangle Institute

Campbell, Vincent
Associate Director, Social and Education Research Program
American Institutes for Research

Campbell, Paul
Director, Department of Research and Statistics
Pennsylvania Department of Education

Conaway, Larry
Assistant to the Director of Operations
NAEP

Finley, Carmen J.
Associate Staff Director
NAEP

Foreman, Dale
Assistant to the Director / Research and Analysis
NAEP

Hazlett, James A.
Administrative Director
NAEP

Johnson, George H.
Director of Operations
NAEP

Norris, Eleanor
Social and Educational Research Program
American Institutes for Research

Consultants: (continued)

Olson, Arthur
Director, Assessment and Evaluation
Colorado State Department of Education

Pierce, Wendell H.
Executive Director
Education Commission of the States

Woollatt, Lorne
Associate Commissioner of Education
New York State Department of Education

Wright, David
Assistant to the Director / Research and Analysis
NAEP

Workshop Participants

Colorado

Haberbosch, John
Department of Education

Helper, John
Department of Education

Idaho

Carpenter, Donald J.
State Department of Education

Schwartz, John A.
State Department of Education

Iowa

Lidstrom, David C.
Iowa Department of Public Instruction

Morrison, Max
Iowa Department of Public Instruction

Maine

Natale, Anthony J.
State Department of Education

Maryland

Fisher, James
Department of Education

Participants: (continued)

Massachusetts

Kraskouskas, John C.
Massachusetts Department of Education

Oregon

Berger, Gerard
Oregon Board of Education

Texas

Balboa, Arnulfo
Texas Education Agency

Fischer, William
Texas Education Agency

Hardebeck, Rich
Texas Education Agency

Russell, Charles
Texas Education Agency

West Virginia

Berty, Ernest
Department of Education

Thornton, Philip F.
Department of Education

Wisconsin

Daeschner, Stephen
Wisconsin Department of Public Instruction

Evaluation

On the final day of the workshop, the participants were asked to complete an evaluation form (Appendix B). The purpose of this evaluation was two-fold: (1) to provide the workshop staff with some objective (in addition to subjective) evidence concerning the impact of the workshop experience on the participants, and (2) to provide the workshop staff and Office of Education with feedback that would or could be of value for future workshops of this nature.

The major questions asked in the evaluation form were as follows:

1. The value of the workshop experience.
2. The relative value of the nine major presentation/lecture/discussion sessions.
3. Recommended improvements for future workshops.
4. The most and least valuable workshop experience.
5. General comments.

General Impressions of Experiences.

By and large, the participants felt that the majority of the experiences provided them in the workshop were of value to them. The staff are most pleased with this inasmuch as there was a diversity of personnel attending and there was an attempt to provide a workshop that would be of benefit to all the participants rather than just to a subset of them. As evident from the written comments as well as informal conversations, the participants were pleased with the overall workshop structure, the course content, and the speakers. They felt that they obtained a much better understanding of the National Assessment plan as a result of attending the workshop. More important, they obtained a clearer perspective of how the National Assessment plan could be modified to fit their own specific needs. This was very evident from the kinds of questions raised in the discussion. The occasional instance where a "poor" rating was given such as "the speakers should hand out their prepared text," "need one set of materials for every participant" can easily be rectified for future workshops.

Initially, the workshop directors had planned for more individual work sessions especially in the areas of developing objectives and writing exercises. However, there was so much discussion (beyond that anticipated by the directors) that the amount of time available for individual work was rather limited. This no doubt accounts for, in large part at least, the "poor" rating given to independent work sessions. The data pertaining to this question are presented below. *

Area	Value		
	Good	Average	Poor
Overall workshop structure	7	7	2
Workshop content	12	4	0
Speakers	11	5	0
Training methods	2	13	1
Materials	8	6	2
Hearing other participants' plans	3	5	2
Independent work sessions	0	8	6
Living facilities	8	6	0

The negative comments pertaining to the overall workshop structure were that an attempt should have been made to present the material in one week rather than two by lengthening the workshop day. This same point was also made in the free-response section where the participants were asked to suggest possible improvements for future workshops of this nature.

* One participant left prior to the evaluation form being handed out.

Relative Value of Major Presentation Sessions

The participants were asked to rank, in order of importance, the nine major presentation sessions in relation to their present and (possible) future work in state and local assessments. Using a weighting scheme where 9 = the activity ranked first and 1 = the activity ranked ninth, the mean ratings in descending order of importance were as follows:

Session	Mean Rating
Sampling	7.1
Exercise development	6.6
Developing objectives	6.5
Data analysis	6.3
Administration and scoring	5.3
Reporting and dissemination	5.0
Pennsylvania Plan	4.5
Colorado Plan	2.9
New York Plan	1.7

It would appear that the more technical and less familiar material such as sampling and exercise development were perceived by the participants to be of more importance than some of the State Assessment plans which were more general in nature and which may have been more familiar to them. It also was evident from the amount of discussion generated that the material on sampling, exercise development, objectives, and data analysis were very well received. Although there was discussion on the State Assessment plans presented, it was not as detailed and probing. The general comments noted on the evaluation form as well as those gathered by the staff during the two-week session supported the results of the evaluation form.

It should be kept in mind that a ranking forces some low scores as well as some high scores. In actuality the general rating for all speakers (see section 1 above) was very high.

Suggested Improvements for Future Workshops

By and large, the most frequent comment made here as well as in the informal discussions was that the workshop be reduced from two weeks to one week. The participants were rather emphatic that this not be done at the expense of the substantive material presented. They felt, however, that by lengthening the workshop day and even possibly having one or two evening sessions the basic material could be presented in one week's time. Some other suggestions were: begin the session with a general overview, have participants receive materials prior to the beginning of the workshop (we would have liked to do this but were unable to do so because it was not until the last minute that we knew funding was available), provide more consultant help to work on individual state plans, have a three-day follow-up workshop in the summer of 1972 to discuss plans and problems as well as to share information, spend more time in the technical areas as well as in the affective domain, and have each state briefly describe what it is doing at the beginning of the workshop.

Many of these suggestions are good and should be incorporated for future workshops. For example, if each state was to describe briefly on the opening day what they are doing, it would allow other participants to meet and discuss similar problems and concerns. And, by having the materials available before the workshop begins, the participants could begin to "zero in" on their particular problems. We concur heartily with many of these recommendations.

Most Valuable Experience

As would be expected with a diversity of persons attending the workshop, those experiences valuable to some would be less valuable to others. Nevertheless, the participants were very much in agreement that the most valuable experience was the opportunity to hear the various speakers. From them, they felt that a great deal of knowledge was received. Regarding specifics, the participants said that the material

presented on criterion versus norm-referenced tests, on sampling, and on data analysis were very valuable. They also felt that the opportunity to interact with the staff and other personnel was valuable.

The least valuable experiences were exercise writing, hearing the New York plan, and working on the individual state plans. These, however, were less than 20% of the participants' feelings and resulted in some instances from the fact that some states had only one representative who was not involved in preparing exercises or who did not have direct responsibility for conducting his state's assessment.

Future Workshops

All participants stated that they would recommend this type of workshop for other State Department personnel. They also felt that workshops of this nature should be conducted in the future.

Conclusions and Recommendations

On the basis of the workshop evaluation as well as from informal discussion with the participants, it is evident that the workshop was very successful. This does not mean that there were no problems -- there were some minor ones which can be easily corrected. The participants were very pleased with the overall structure, the content, and the speakers. They felt that they obtained a better understanding of National Assessmer' in general, and their local assessment plans in particular. This, of course, was the intent of the workshop. It was not the directors' intent to proselytize the participants for a particular plan. Rather, it was our intent to give the participants a general view of assessment so that they would be better able to implement the information presented at the workshop insofar as their state plans were concerned. In this way, hopefully, future state and local assessments would be more valid and reliable and would avoid some of the problems experienced by others. As many of the participants said "there is no reason to re-invent the wheel".

Our recommendations are three in number:

1. Future workshops should be conducted using a plan very similar to the one just completed insofar as structure and content is concerned. More and more states as well as local school systems are involved in some form of assessment and it would be unfortunate indeed if they could not capitalize on what has already been learned in National Assessment as well as in other state assessment plans. We also recommend that the next workshop be condensed into one week by lengthening the workshop day.

2. The participants were very enthusiastic about the idea of a brief follow-up workshop next summer where they personally could get together and discuss some of the plans already underway, those in the planning stage, the problems encountered, the solutions found, etc. If this were possible, we would recommend an overlapping session between the "new"

and "old" workshops so that the new personnel would be able to profit from those who have already begun to implement state assessments.

3. We recommend that, if possible, states should send a team of two persons -- an evaluator/planner and a curriculum specialist to future workshops. Those states that had only one representative felt that they did not have enough knowledge to be able to derive maximum benefit from the workshop. Some of the material presented is directed at the evaluator while other material is directed particularly to the curriculum specialist (objectives, exercise development).

APPENDIX A

Colorado Assessment Program:
A Five-Year Plan

Long-range objectives of the assessment may include the following:

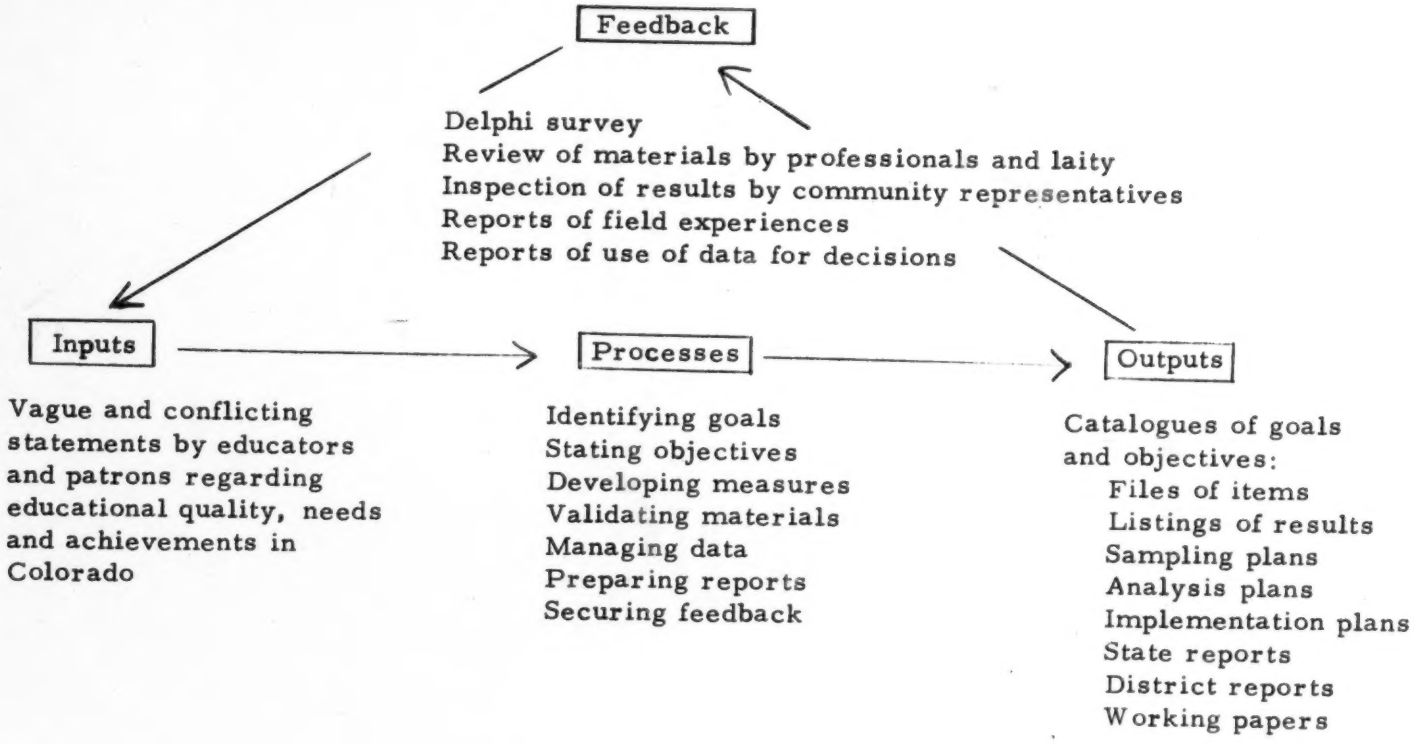
1. To identify educational needs with such precision and relevance as desired for, (a) allocation of resources to remedy the needs, and (b) reassessment over a period of time to determine effectiveness of remedial efforts.

2. To provide the State Board of Education, Legislature and interested others with answers to their questions regarding educational quality, needs, and achievements in Colorado, so as to increase support and understanding.

3. To develop capabilities among district personnel in processes and procedures of assessments leading toward local assessment systems operational in each district in Colorado.

4. To implement the Colorado Accountability Act, enacted in June 1971, establishing programs of educational accountability at the state and district levels of responsibility for defining and measuring educational quality, and reporting results to interested persons and agencies.

An Overview of the Colorado Assessment System



	Now	Intermediate Steps	By 1975
1. Identify goals and Objectives	(a) 1962 goals approved by State Board (b) 1970 Restatement (c) Several thousand objectives in several content areas (d) Little LEA capability	(a) Review of objectives in light of results, content validity, stability in 1972. (b) Delphi surveys in 1971-72 (c) Meetings and workshops with LEA's '71-75 (d) Cataloguing objectives and items '71-75 (e) Governor's Conference on goals - 1973 (f) Bank of objectives for local use	CDE will have determined areas of consensus regarding goals and objectives and will have demonstrated a procedure for such determination. Each district will have demonstrated a similar capability in stating objectives according to specifications and in retrieving objectives from CDE Bank of Objectives.
2. Develop items	(a) Specifications on content and face validity (b) Several hundred items with performance data (c) Most content areas with some items (d) LEA capability unknown	(a) Field-trial of items for difficulty and content validity '72-73 (b) Filing items along with performance date '71-75 (c) Inservice consultation '71-75 (d) Exploration of instruments other than multiple-choice	Performance taxonomy will be comprehensively represented by items with indicators of content validity, judgmental data and performance of students. LEA's will demonstrate capabilities of instrumentation.

Colorado cont'd

	Now	Intermediate Steps	By 1975
3. Sampling	(a) Quasi-randomizing procedures, based on some theory and conveniences (b) Weighting factors for size of district (c) Data for statewide and 10 individual districts (d) LEA awareness or need for randomization	(a) Expert review of present sample - 1972 (b) Review of present data for clustering, etc. 1972 (c) Continuous information on random procedures	A probability sample with computed confidence interval for state and group values; CDE capability to compute precision-cost estimates.
4. Field Operations	(a) Letters and phone calls to Supts., Principals during month of assessment (b) Proctors administer items (c) Proctors report irregularities (d) Students selected by grade	(a) Visitation by CDE personnel with administrators and teachers to be involved (b) Appointment of LEA representatives to be paid by CDE (c) Selection of regional representatives	Monitoring of field operations by 2nd level supervisors hired by CDE. Spot checks by an outside auditor; selection of students on the basis of age.
5. Analysis	(a) p values by response choice by item (b) In house capabilities for computer (IBM 360-50) run parameterized program (c) Hand counting of items within certain ranges, etc.	(a) Plan information flow (b) Trial runs (c) Editing programs	(a) Bank of computer programs for item analysis and summaries (b) Comparisons over time and with P. 70

Colorado cont'd

	Now	Intermediate Steps	By 1975
6. Reporting	(a) Several reports of educational needs with varying precision and relevance (b) Meetings with key LEA teachers (c) Meetings with State Board Legislative Committee	(a) Exemplary evaluations program for a district (b) Reports of promising practices (c) Audience analysis (d) Feedback	Reports of results and examples of their use in decision making. Synthesis of several sources to document educational needs and achievements.

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Colorado
cont'd

Tentative Cycling Plan

	Times Chosen Out of 5	Year of Assessment '71	'72	'73	'74	'75
Reading	4		Cog	Aff	Psy	Cog
Language Usage	5	Cog	Aff	Cog	Cog	Cog
Social Studies	4	Cog		Cog	Cog	Aff
Science	3	Cog	Cog			Aff
Math	5	Cog	Aff	Psy	Cog & Aff	Cog
Self-Concept	4	Aff	Cog	Psy	Aff	
P. E.	4	Cog		Psy	Cog	Aff
Health	3	Cog & Aff	Cog		Aff	
Music	4	Aff	Psy	Cog		Aff
Problem-solving	3		Cog	Aff	Cog	
Group Process	2				Aff	Cog
Occupations	4	Cog	Cog	Cog		Aff
No. Areas		9	9	9	9	9

Cog = Cognitive learnings

Aff = Affective learnings

Psy = Psychomotor learnings

A Model for Planning a State Assessment Program
for the State of Idaho

Introduction:

At this point in time, Idaho has no formalized plan for state assessment nor does it have any definite plans that we are aware of to proceed in this direction in the immediate future. Our assignment for this workshop was to become knowledgeable about National Assessment and other state plans and to report this to the Idaho State Department of Education. Therefore, our report deals with a model for planning that might be utilized in arriving at this decision to start a state assessment program. Also, we hope to consider some of the major issues that would have to be taken into consideration.

1. Present information collected at the ECS Assessment Workshop to the coordinating council of the Idaho SDE.

   Based upon the decision of this group, the plan could terminate at this point or proceed as follows:

2. The Coordinating Council or the CSSO will assign SDE personnel or units the responsibility of coordinating the development of a model for planning a State Assessment Program.

   2.1. Involvement of SDE personnel which would be orientation to assessment, estimation of time commitment needed for assistance in model development, etc.

   2.2. Review literature on National, State, and Local assessment programs.

   2.3. Compile budget for developing a model for planning an Idaho State Assessment Program.

   2.4. Establish criteria for number and representation of members for a State Assessment Planning Task Force.

      2.4.1. Task Force to be appointed by State Board of Education

   2.5. Compile data bank of resources for Task Force to draw from during their work.

2.5.1. Consultants from areas of assessment.

2.5.2. Title III, ESEA Regional and State Needs Assessment.

2.5.3. LEA Planning Program sponsored by SDE.

2.5.4. LEA Needs Assessment Package.

2.5.5. Accountability Pilot Project.

2.5.6. LEA Self-Analysis Pilot Projects.

2.6. Develop strategies for the order in which the issues will be considered by the Task Force and a tentative timeline with completion date.

3. Issues that require Task Force consideration.

3.1. Develop State Assessment Program vs. contract with Student Information System (SIS) utilizing available test data in the LEA's.

Based upon their decision, the Task Force work could terminate at this point upon the completion of specifications for the SIS contract.

3.2. Funding (allocation of specific amount vs. quality program).

3.3. Determine target population (who will be assessed).

3.4. Determine whether assessees will be classified by grade or age.

3.5. Categories to be included in assessment, possibly prioritized.

3.6. Norm-referenced vs. criterion-referenced vs. combination.

3.7. How data are to be used?

3.8. Concept of adopt, adapt, (from other programs), or create.

3.9. Using in-house capability vs. contracting.

3.9.1. Developing objectives.

3.9.2. Exercise development.

3.9.3. Sampling.

3.9.4. Administration of materials.

3.9.5. Scoring.

3.9.6. Analysis of data.

3.9.7. Reporting.

3.9.8. Data interpretation.

3.10. Based upon decisions reached in 3.9. above, criteria and strategies must be developed for each item listed.

4. Present model outlined 2-3 to SDE for go/no-go decision.

SDE appoints Task Force.

5. Task Force develops model for State Assessment.

6. Model presented to SDE.

7. Model submitted to State Legislature for funding.

8. Implementation for model for state assessment by SDE.

OUTLINE OF IOWA ASSESSMENT

I. General Overview

The Iowa Assessment is designed to sample knowledges, skills, understandings, and attitudes of 4th, 7th, and 12th graders in science, the language arts, music, social studies, mathematics, and vocational and career education. In addition attitude toward school and self-concept will be sampled in the affective area. Activities for sampling in the psychomotor area are now being studied for future inclusion in the Iowa assessment.

The cognitive or subject matter assessment will use items as they have been released, are now being released, or will be released from the National Assessment of Educational Progress (NAEP). Instruments utilized in the affective assessment have been developed and are now being refined by the Instructional Objectives Exchange (IOX).

II. Assessment Administration

The administration of the instruments will be by taping all instructions, and taping all stimuli and responses in the cognitive areas only to allow for confidentiality of responses as pupils silently read items in the affective area. Pupils will respond anonymously. The items will be administered to groups of 12 pupils outside the pupils' classrooms and in the absence of classroom teachers and building administrators.

Specially trained exercise proctors will administer all aspects of the assessment. They will receive approximately 4 hours of in-service training by Department personnel in charge of the assessment. The proctors will come from the ranks of substitute teachers in areas relatively close to assessment sites.

III. Sample Design

The universe for the sample will consist of all full-time pupils enrolled in Iowa public schools in grades 4, 7, and 12 excluding special education and private school students (including those attending public schools on a shared-time basis). A stratified, multistage, cluster sample of pupils will be selected and stratified by race, sex, geographic region, district size, and educational level of parent. In designing the sample three zones will be delineated: an urban zone, a suburban zone, and the remainder of the state (other). A sample of schools will be selected independently from each zone and geographic area, some zones and each geographic area, constituting a separate stratum. Thus, for sampling purposes, thirteen strata will be defined.

III. (continued)

Within each stratum, the sample will be selected in stages. The number of stages will depend upon the stratum and the amount of information available. At the most, four stages will be used. First, school districts will be selected within stratum (except in the seven largest districts [which were specifically inserted in the sample so as not to exclude blacks] where each district constituted a stratum). This will be done by ordering the district by size in terms of total 1970-71 enrollment figures and selecting a sample in a systematic manner, thus assuring a representation of districts of different sizes. Within a sample school district, a particular building or attendance center will be selected. Within the sample building or attendance center, a particular section, class, or homeroom will be drawn. Finally, within the section, individual students will be selected. At each stage selection will be made with probability proportional to size in terms of enrollment or estimated enrollment. The selections of pupils within class will be made at random with equal probability.

The proctors indicated above will be provided with lists of the names of pupils comprising each sample group. Substitute names will also be provided to help reduce attrition rates where pupils might be absent or otherwise unable to participate on the scheduled testing date. Generally two male and two female names will be provided with instructions to substitute within sex. When substitutes become exhausted within a given sex no further substitution will be made.

IV. Rationale for Iowa Assessment

Once statewide goals are established for education in Iowa the Department of Public Instruction (DPI) will focus on providing evaluation leadership and stimulating local education agencies (LEA's) to conduct needs assessments of their own. The ultimate goal of Iowa Assessment is to direct educational leadership and energy toward increasing the quality of education for boys and girls at the local school district level. A systems model which graphically portrays the logical flow of tasks and activities has been developed by the Iowa DPI and is in trial use by one school district at this time.

The Development of MAPS, Maine Assessment In

Planning For Schools: Summary of Comments

A. A Brief Sketch Of Where We Have Been.

MAPS, Maine Assessment In Planning For Schools is based on the following:

1. Responsibility for education in the United States has been reserved to the individual states. Traditionally, Maine has been concerned not only with establishing minimum standards and controlling subsidies. It has also concerned itself with the improvement of the quality of education.

2. There is growing and serious concern regarding man's ability to understand himself in relation to the rapid social and technological changes of the world. The individual's failure to continually reeducate himself will result in his becoming a disfunctional member of society. Consequently, the extent to which schools renew their educational programs will have a profound effect on the ability of society to cope with the technological and social changes presently taking place.

3. Gaining a total perspective of the educational program, a complex and endless task, is necessary. In reality, neither improvement nor new direction can be achieved without undertaking this task.

4. Assessment, as part of the planning process, is human resource oriented. Planning with rather than for is the emphasis.

The planning and evaluation proposal design includes a director, planner, evaluator and systems analyst. In addition it provides for the formation of a Planning Team which is representatives of the State Department of Education. One task of the Planning Team is to assess the most urgent educational needs of Maine. These needs stem from the difference existing between desired goals and current conditions. And the success of assessment effort, as part of the planning process, can only be measured in terms of the progress that is made in achieving defined educational objectives.

To facilitate the development of MAPS the Planning Team has addressed itself to five board areas of study:

1. curriculum
2. personnel
3. demography
4. finance
5. supportive services and facilities

Then task force groups have been formed which include members of the Planning Team and extending the involvement to others in the Department who have expertise or interest in a particular area. The five task forces have adopted a common format on which to proceed:

1. defining the problem
2. stating objectives
3. formulating activities and/or studies.

A major area of concern of the task forces is the lack of output data, in terms of student achievement and educational objectives.

B. A Brief Sketch of What We Must Do and Some Alternatives

1. MAPS should derive output data, either norm referenced or criterion referenced, relative to defined objectives. Matrix sampling techniques would generate, at relatively low cost, usable data for decision making. Some population components should be more heavily sampled. For example, disadvantaged groups, Indian's and bi-lingual groups. A modular assessment package should be designed that could include the following broad subject areas: reading, mathematics, social studies, citizenship, literature, music, art, career and occupational development and writing. Serious consideration should be given to assessment not only in the cognative areas which are relatively easy to measure but to measurement in the affective and psychomotor domains which are far more difficult to measure.

2. Specific objectives should be developed relative to areas to be assessed. The objectives must be satisfactory to area specialists, most schools and thoughtful lay adults.

3. An out-of-house advisory committee, truly representative of the Maine community, whose functions would include the development of assessment efforts, must be formulated.

4. There must be continued expansion of technical assistance to LEA's in planning and evaluation. Through these activities a high level of co-operation can be achieved.

5. The team approach must be used to bridge the gaps between planning, development of assessment devices, data gathering, data analysis and reporting. The reporting phase, in a sense the end product, is highly critical to success of an assessment and in providing direction for planning, development of assessment devices, data gathering and data analysis.

MAPS is an exciting and potentially productive effort in defining the critical needs of Maine education for these reasons:

1. it focuses on a board base of human resources on educational problems..

2. it provides the mechanism for evolving data about our educational system and immediately using it to improve schools.

3. through increasing the awareness of the interrelationship of educational problems and concerns, it should facilitate cooperative efforts in planning programs to meet these needs.

Outline of a Plan to Assess Student Performance in Maryland

The purpose of this outline is to list the general steps which need to be taken by the Division of Instruction to develop and conduct the first phases of a state-wide assessment of pupil performance in selected subject disciplines. This outline is limited to functions within the Division of Instruction (DI) and should be considered part of a larger assessment model which is currently under development by an inter-departmental task force.

1. Goals

   The DI shall utilize goals already established by the Department.

2. Objectives

   By July 1972, curriculum consultants and specialists shall have prepared content objectives for the various disciplines at specified grade levels.

   2.1 Prepare a comprehensive list (50 to 150) of content (behavioral) objectives for each discipline. Potential sources include: local and national guides and reports, teacher reports and comments, student reports and comments, reports by professional associations, comments by parents and other individuals.

   2.2 Submit the objectives lists to professionals, students and parents for rating.

   2.3 Determine the relative importance of the objectives as rated in 2.2 and compile final results.

3. Exercise Development

   By July 1973 curriculum consultants and specialists shall have developed exercises which will be used to assess student performance on the various content objectives.

3.1 Prepare prototype exercises in each discipline by adapting or modifying items already developed. Potential sources include: National Assessment, other states, University item pools.

3.2 Evaluate prototype exercises through field tests. Finalize exercises in the various disciplines as a result of field tests.

4. Sampling Design

By July 1973 the Division of Research, Evaluation and Information Services shall have developed a research design for sampling student performance on the various exercises.

4.1 Stratify the school population within the State. Possible categories: Type of Community, size of community, socio-economic status, race, sex, age.

4.2 Choose a sample of schools and specify a number of pupils in each school to be tested.

5. Exercise Application

By January 1974 the Division of Research shall have applied the content exercises in selected disciplines to the sample population.

5.1 Package exercises into sets which may be applied to the respective age groups.

5.2 Train personnel who will administer packages.

5.3 Apply exercises to sample population.

6. Analysis and Reporting of Data

By October 1974 the Division of Research shall have analyzed the data and prepared reports of the findings.

6.1 Collect data and prepare for processing.

6.2 Analyze data and prepare for reporting.

6.3 Prepare written report of the findings.

A Model for State Assessment of
Education in Massachusetts

The following represents a general outline of what could be a complete educational assessment cycle in Massachusetts. Each phase will demand a number of decisions by administrators within the department. A large number of these decisions will be dictated by the funds available to carry out this plan.

Phase I. The Establishment of State Goals for Education

As an initial step toward a statewide assessment of education, the Department of Education will undertake the task of updating the state's goals of education. This phase will entail three distinct activities.

Activity One.

The Commissioner of Education will form a task force of department personnel to review past goal statements and other reports and prepare a working document on goals.

Activity Two.

This working document will then be reviewed by at least three hundred leading citizens from a cross section of the state. Their recommendations will result in a Board of Education approved publication entitled, "Goals for Education in Massachusetts."

Activity Three.

The goals will then be distributed throughout the state.

Phase II. The Development of State Objectives for Education

The department, either by private contract or through department personnel, will develop a list of specific objectives which will relate both to the goals of education for the state and to the various areas in the curriculum of a school. These objectives will be distributed widely throughout the state. To complete Phase II the following activities will be completed:

Activity One.

Establish a list of the various publics to whom these objectives will be distributed. This list should represent at least thirty thousand people and should include either

in total or by sample students, school administrators, teachers, legislators, school committee members and the general public.

Activity Two.

Construct a questionnaire or a series of questionnaires which will please each of the various groups listed above.

Activity Three.

Distribute and collect the questionnaires.

Activity Four.

Publish and disseminate the results of the questionnaire throughout the state.

Phase III. Planning

The department, either by contract or through department staff, will develop a model by which it will assess the attainment of those objectives by students. The model will be developed after the department has decided what objectives are to be assessed. Once determined the following activities should be completed in order to complete this phase.

Activity One.

The department, either by contract or through department staff, will develop criterion-referenced items for the chosen objectives. These items will be reviewed both by curriculum specialist and test specialist.

Activity Two.

The department, either by contract or through department personnel, will develop a sample which will render a satisfactory level of validity about the various elements upon which the department is reporting.

Activity Three.

The department, either by contract or through department staff, will organize the various test items into a test or series of tests not to exceed forty-five minutes in administration. Each student selected should be given questions in at least two areas.

Activity Four.

Print test packages, design test and correcting procedures.

Activity Five.

Develop necessary public relations activities.

Phase IV. Implementation

The department, either by contract or through department staff, will execute the plan as outlined in Phase III by distributing, monitoring, collecting and scoring the test.

Phase V. Analysis

The department, either by separate contract or through department personnel, will analyze the corrected test data. In completing this Phase the department will carry out the following activities.

Activity One.

Analyze each item stating a percent result for each group upon which we are reporting.

Activity Two.

Assemble curriculum specialists in each of the areas tested and draw from them opinion statements on each item and any general recommendations across all items or objectives.

Phase VI. Reporting

The department through staff personnel with the aid of private contractors will report the findings of the assessment study through the following activities.

Activity One.

Publish and distribute to all schools a technical journal listing the results on each test item. This report should include the percentage breakdown for all groups as well as all opinion statements from curriculum specialists.

Activity Two.

Publish and distribute a newsletter to all persons who participated in establishing the goals and objectives as well as other appropriate persons. This newsletter should outline in laymen's terms the results of the assessment.

Activity Three.

Write and publish articles about the assessment procedures and results.

Activity Four.

Prepare presentations for various groups within the state.

Conclusion:

The preceeding discription of a needs assessment model represents a broad discription of the elements within an assessment program. Under each phase the state has a variety of options which could substantially effect the cost and effectiveness of this plan.

Statewide Needs Assessment - Texas

I. Developed around planning procedures that permit flexibility

A. At the present there are limited resources for assessment.

B. Resources preclude the continuous assessment exemplified by national assessment.

II. Assessment is goal oriented

A. Operational goals

1. Timely and reliable information for Legislature, State Board of Education, other decision-makers.

2. Establishing a systematic procedure for identifying educational needs and assessing the status of pupils in the identified areas.

3. Encouraging the alleviation of educational needs by actions of school districts through the implementation of a design for school improvement.

B. Assessment centers on the Goals for Public School Education adopted by the State Board.

III. Assessment as a part of planning procedures

A. Procedures are based on identifying focal concerns which are prioritized to have an operational approach.

1. Certain steps have been planned to surface and establish priority areas of concern.

2. Realistically most of the priority areas of concern come from edict.

B. After a priority area of concern has been identified operations are started to gather information about it.

1. A set of "study" questions are developed about the concern and these questions serve as a basis for needs assessment.

Texas cont'd

III. B cont'd

2. A search for existing information is initiated, is conducted, and adequacy of information is determined by the extent it answers the study questions.

3. If information gaps are left by the search of existing information, an information search (assessment study) is then designed and initiated.

4. The additional information gathered is analyzed, and an information document concerning the study questions is produced.

5. Procedures to formulate conclusions are then implemented.

6. The steps are not necessarily sequential for recycling may occur at any step.

C. The eight year design - To establish a continuous and comprehensive assessment design, a flexible framework has been designed that suggests assessment studies but is flexible enough to permit changes in directions and new situations that might arise.

D. Dimensions considered in the eight year design

1. Time to provide a long range framework for making assessment decisions.

2. Target populations - to insure that various subgroups are considered.

3. Areas of concern - the activities presented in the design are qualified only in the number of the areas of concern to be dealt with.

IV. An example of an assessment in an area of concern

A. The status of pupils in regard to reading and mathematics has been established as an area of concern because no substantive statewide data exist.

B. The following tentative decisions have been made about the assessment of reading and mathematics.

1. Assess sixth grade in the public schools and draw a sample based on ethnicity, geographic location, size of community, and affluence as determined by title eligibility. The sample should provide both statewide and regional information. The sample will be drawn to include school campuses that include sixth graders rather than on a random selection of sixth graders.

2. Use criterion-referenced instruments that have been developed from objectives that have been determined as being valid for sixth grade pupils in Texas schools.

3. To entice schools to participate, furnish an information feedback to schools about the individual pupils who participated from their campus. The feedback will consist of:

   a. school results by objectives

   b. diagnosis of individual pupils from an item analysis

   c. group and individual pupil prescriptions that are founded on the schools' instructional materials

V. Suggestions for the reading and mathematics assessment that have been derived from information covered in the state assessment workshop.

   A. To establish precise objectives as to what information needs to be gathered to answer study questions.

   B. To determine the sample size from these objectives and to ascertain that sample populations are sufficient enough to have an acceptable level of confidence. Also, to consider the "cluster effect."

   C. To design a data analysis plan that will generate information about the objectives. Also, plan to use "gronking" in reporting some of the results.

Texas cont'd

D. To work with regional education service center guidance coordinators to establish as much preciseness in instrument administration as possible.

E. To plan for a phase type of data reporting and to gear the reporting to various audiences.

F. To use the panel procedure in interpretation of results.

West Virginia Assessment Model

Phase I: Development of Present Assessment

In 1967, the Governor of West Virginia appointed a task force to study alternative means leading to comprehensive education in the State. As an outgrowth of this study, and the ensuing recommendations, the CSSO in 1968 appointed a committee to review the existing goal statements for education. The review by consultants, Department personnel, educational groups, and laymen culminated in a refinement of previous goal statements on the basis of shared educational philosophy. The goals as stated by the committee were approved and are known as "Goals for Education in West Virginia."

The goals, twenty-five in number, were translated into 41 measurable objectives with the assistance of West Virginia University staff. Each goal was measurable by means of at least one objective. Each objective in turn was measurable through a set of criterion variables. Through the criterion variables, a point of reference was established: "where we were" at a given time. Therefore, educational need relative to a given objective was determined by the difference between "where we were" and "where we wanted to be." This model for determination of needs is commonly termed a discrepancy model.

The Goals for Education in West Virginia dealt solely with the schools as an institution, not with changes in the pupil. To overcome this deficiency, a second set of goals was established jointly by the West Virginia Education Association and the Department. These goals were entitled "West Virginia's Goals for a New Era", and dealt with pupil outcomes.

The West Virginia Legislature, as an incentive to LEA's to develop comprehensive educational programs, provides money outside the school aid formula. To obtain this money, the LEA's describe the status of their schools relative to minimum requirements of the Comprehensive Education Program (CEP). This program establishes minimum outcomes (objectives) in each of 19 instructional areas. These pupil-oriented objectives were derived from "West Virginia's Goals for a New Era" and were designed to be a generation source of data for outcome assessment.

Phase II: Addition of Pupil Need Assessment

By using the present CEP program objectives and the State-County Testing Program, the Department will assess pupil needs in 1971-2. At present, battery-type achievement tests are given

to EVERY student enrolled in EVERY school in grades 3, 6, 9, and 11 each year. The remaining part of this paper is devoted to a description of an operational procedure that will result in a pupil needs assessment based upon data available through the established State testing program.

An approach to pupil-needs assessment: Cognitive domain.

1. The CEP program objectives for selected instructional areas will be assessed using selected items from the annual State-County Testing Program.

2. The State-County Testing Program will be administered to each pupil in selected grades statewide.

3. The Executive Council of the Department will select CEP instructional areas for assessment.

4. The Executive Council will appoint an advisory council whose membership will include instructional specialists, university personnel, consultants, and laymen. The advisory council will select CEP objectives to be measured. Then, they will select test items from the achievement tests that will stand as objective criterion variables.

5. The scoring of separate answer sheets for each pupil will be a function of the Division of Data Processing.

    5.1 An optical scan method will be used.

    5.2 The total response for the grade grouping will be given for each item selected by the advisory council.

    5.3 The p-values for each selected item will be computed.

6. The item response counts and p-values will be disseminated.

    6.1 A state-item response count.

    6.2 Seven regional item response-counts.

    6.3 An item response count reported to individual LEA's. Only the LEA may release the data.

Phase III: Future Analysis and Reporting

A Goal Attainment Index will be used to report assessed pupil needs for each LEA for each objective (Pennsylvania model).

1. The formula for computing the expected percentile of correct respondents to items representing objective criteria variables will be developed with the assistance of outside consultants.

   1.1 Community variables that will be used in predicting percentile of correct respondents will be determined.

   1.2 Procedure for analysis of data will be determined.

2. A graphical representation of the data for each LEA will be prepared.

   2.1 For each objective the expected percentile, the actual response percentile, and the State mean will be shown.

   2.2 The difference between the "expected" and "actual" percentiles will represent the assessed need.

3. The significance of the assessment will be discussed with members of each LEA's staff by a Department consultant.

   3.1 Upon request, Department, university, and outside consultants will assist the LEA in making inferences.

   3.2 More meaningful curriculum decisions will be made on the basis of assessed pupil needs.

Phase IV: Future Pupil Needs Assessment: Affective and Psychomotor

Wisconsin-Oregon
Assessment to Determine Accountability

Before outlining decisions and/or procedures, it is necessary to inject my bias at this point. I feel the assessment must have value to the administrators at the school level. I would want this data to reflect the quality of administrator's students; therefore, reflecting his utilization of resources and processes. To accomplish this goal, it is necessary to compare his outputs to other school's outputs, while attempting to categorize schools by inputs. In summary, I want to work with data that is as objective as possible, not subjective, i.e., where quality performance is determined by actual comparison not by opinions of "experts".

Decisions and/or Procedures (no order established due to parallel decision points)

1. Develop support of State Superintendent and Department.
2. Establish policy making body (Curriculum and Research Bureaus).
3. Establish advisory committee (composed of teachers, superintendents, students, public).
4. Establish legal bases for operation (assessment is mandated or volunteer, support from legislators).
5. What will be contracted and what will be done in house (items, objectives, data analysis, scoring, etc.).
6. Compile a budget.
7. What areas are we assessing? a) reading, mathematics (cognitive skills) b) self-concept, concept toward school (affective)
8. Collect relevant literature on existing assessment and accountability models and collect research relating input factors to output. (Coleman, Michigan's, etc.)
9. What grade levels or ages will be assessed (3rd and 6th to begin).
10. What data are available at present in state and can be utilized. (Title III & I, demographic, no state-wide testing program)
11. Establish objective bank (adopt, adapt, create; let superintendent and community determine objectives).
12. Establish item banks to measure objectives (utilize all existing item banks; National Assessment, Pennsylvania, University of California-Los Angeles, COMBAT, etc.).
13. Establish sampling procedures (dependent on variables such as cost accuracy, etc.).

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14. Establish test administration procedures (teachers vs. contracting, procedures for public relations).
15. Develop testing packages.
16. Establish procedures for scoring (computers, teachers, etc.).
17. Determine input factor in which to classify schools (STOE, cost/pupil, income, socio-economic).
18. Determine data analysis procedure (programming, cost, information wanted, etc.).
19. Establish reporting and sissemination procedures (geared to principal or superintendent, similar to Pennsylvania, only no need for regressions).
20. Develop follow-up procedures where help can be provided (curriculum, resource distribution, etc.).
21. How often will assessment take place?
22. Develop PERT and CPM charts.

The state department should place in the hands of the principal and/or superintendent a document indicating the quality of education in his school as compared with the quality of education of similar schools. This could be in the form such as Pennsylvania, or as a deficiency rating from the best schools in his particular category. Once this document is in the hands of the principal or superintendent, it is his responsibility to investigate the better school's processes or consult the state department for help in improving the education of his school. It is hoped in this way that the results can be used in a more functional way.

APPENDIX B

ECS Assessment Workshop

WORKSHOP EVALUATION

The purpose of this evaluation is to determine the impact of your experiences here in relation to your local assessment needs. Because of a possible follow-up, we request that you identify yourself so that we can collate the results of the two evaluations. All information will be kept confidential. Only group results will be reported. Thank you in advance for your cooperation.

1. Name of participant: _____

2. State: _____

3. Listed below are the nine major presentation sessions of this workshop. Please rank them in descending order of importance to you in the performance of your present and (possible) future work.

Development of Objectives	Exercise Development
Colorado Assessment Plan	Sampling
Pennsylvania Assessment	New York Assessment
Administration and Scoring	Data Analysis
Reporting and Dissemination	

4. What are your general impressions of the value to you of the following:

a. Overall workshop structure	___ good	___average	___poor
b. Workshop content	___ good	___average	___poor
c. Speakers/discussion leaders	___ good	___average	___poor
d. Training methods	___ good	___average	___poor
e. Workshop materials	___ good	___average	___poor
f. Hearing other state plans (last 1-1/2 days)	___ good	___average	___poor
g. Independent work sessions	___ good	___average	___poor
h. Living facilities	___ good	___average	___poor

Comments:_____

_____

_____

_____

5. What improvements would you recommend for future workshops (content, speakers, training methods, facilities, organization, etc.)?

_____

_____

_____

_____

6. What was of MOST value to you in this workshop? Why?_____

_____

_____

_____

7. What was of LEAST value to you in this workshop? Why?_____

_____

_____

_____

8. Would you recommend this workshop for other State Department personnel? ___ Yes ___ No

Why/Why not?_____

_____

_____

9. Final comments:

Department of Health, Education, and Welfare

Grant No. OEG-0-71-4554

NAME AND ADDRESS OF GRANTEE INSTITUTION

Education Commission of the States
1860 Lincoln St, Suite 300
Denver, Colorado 80203

TRANSACTION NO. 71-0-E-3157

INSTITUTIONAL ID NO.

DATE OF THIS REPORTING PERIOD
FROM 6/28/71 TO 10/20/71

PROJECT PERIOD
FROM 6.28.71 TO 7.23.71

☒ CHECK IF FINAL REPORT Part I

1. Expenditures of DHEW Funds for this Report Period

a. Personnel (secretarial)	$ 232.00	h. Alterations and renovations	
b. Consultant services	2750.00	i. Other see below	821.73
c. Equipment			
d. Supplies 255.00 Printing 176.15	431.15	j. Total direct costs	6454.76
e. Travel, domestic (consultant)	2219.88	k. Indirect costs: Rate ____ % ☐ S&W ☐ TDC Base $____	
f. Travel, foreign			
g. Patient care costs		l. TOTAL	$ 6454.76

2. Expenditures from Prior Periods (previously reported)	
3. Cumulative Expenditures	6454.76
4. Total Amount Awarded - Cumulatively	8020.00
5. Unexpended Balance (Item 4 less Item 3)	1565.24
6. Unliquidated Obligations	
7. Unobligated Balance (Item 5 less Item 6)	
8.a. Cost Sharing Information - Grantee Contribution This Period	
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	%
9.a. Interest/Income (enclose check)	
b. Other Refundable Income (enclose check)	

10. Remarks

i. Conf expenses 511.60
Car rental 235.13
Communications 75.00

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

Roger E. Lade
SIGNATURE OF INSTITUTION OFFICER

October 20, 1971
DATE

HEW-489 (REV. 6/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO. 122-R01:9

53

538

Final Report: Part II

Project No. 1-0711

Grant No. OEG-0-71-4554

Frank B. Womer and Irvin J. Lehmann
Education Commission of the States
1860 Lincoln Tower, Suite 300
Denver, Colorado 80203

ECS ASSESSMENT WORKSHOP: Six-Month Evaluation

February, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

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Final Report

Part II

Project No. 1-0711

Grant No. OEG-0-71-4554

ECS ASSESSMENT WORKSHOP

For State Department Personnel

Six-Month Evaluation

Frank B. Womer
Irvin J. Lehmann

Education Commission of the States

Denver, Colorado

February 15, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

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ECS Assessment Workshop: Six-Month Evaluation

Abstract

A two-week assessment workshop was held in Boulder, Colorado on July 12-23, 1971 for personnel from state departments of education. Seventeen participants from ten states were in attendance.

The National Assessment of Educational Progress was used as the primary assessment model. One day each was devoted to development of objectives, exercise development, sampling, administration and scoring, data analysis, and reporting and dissemination. In addition, three one-half day sessions each were devoted to presentation of three existing state assessment plans -- Colorado, Pennsylvania, and New York.

Conference participants prepared an outlined plan for assessment in their own states, utilizing whatever model or variations seemed best to them.

Approximately six months after the workshop, the participants were asked to complete a follow-up evaluation questionnaire. Thirteen participants from nine states returned completed questionnaires. All indicated that they prepared some type of report on the summer workshop which they presented to their superior. All but one indicated that changes, some attributable to the workshop, had taken place in their state assessment plans. In evaluating the various workshop presentations, as was the case in the initial evaluation, there was a preference expressed for the more specific, technical presentations. Many of the participants indicated the greatest impact of the workshop was that they obtained a clearer picture of the methodology involved in conducting a state or local assessment. The participants indicated the ways in which they perceived assistance could be given to state assessment by U.S.O.E., E.C.S., and N.A.E.P. All respondents indicated an interest in having a brief follow-up workshop, the majority saying that they were quite certain they would be able to attend.

Acknowledgments

The success of this 6-month follow-up of the summer workshop is due to contributions made by the individual workshop participants. Each person took time from an otherwise busy schedule to complete the questionnaire. All were quite candid and many valuable suggestions were received for future workshops. Some of the participants enclosed detailed information about the status of and progress in their individual assessment plans.

The directors are grateful to each contributor for making this follow-up evaluation a success.

Frank B. Womer
Irvin J. Lehmann

Introduction

The early 1970's may well be remembered in education as the "age of accountability." Assessment is a term commonly associated with accountability, a term that suggests a method for seeking evidence as to whether schools (or the total educational process) are being accountable, are doing what they say they are doing. Many assessment efforts are in the planning stages; only a few have been implemented and have produced results. National Assessment is easily the most visible assessment effort in the country, and, in the opinion of many, the most carefully developed one. In spite of considerable initial hostility, National Assessment now is accepted and approved by most of the educational community.

National Assessment is designed to provide national results, regional results, and size of community results. It is not designed to provide state or school district results. Since it was designed for efficient information-gathering in large units, it does have potential specific utility for states (and possibly a few very large cities). It has general utility as a "model" assessment for almost any sized educational unit. The potential utility of National Assessment as a model is above-and-beyond its major thrust of gathering direct evidence on the achievements of young people; it is a side benefit that needs to be exploited.

Already the educational research community is well aware of National Assessment and is highly approving. National Assessment is appearing as a major topic in test and measurement textbooks and is being taught in college classes.

Some states have established state assessments and many others are planning assessments. Only a few have expressed no interest.

The utility of National Assessment as a "field" model for state level assessments is apparent to many. The Education Commission of the States (ECS) has received many inquiries about National Assessment as a model, about National Assessment materials, etc. ECS held one short state assessment meeting a year and a half ago and over 20 states were represented.

To make National Assessment more accessible to the states, and to present alternative assessment models to the states a two-week assessment workshop for state department personnel was developed by ECS, funded by NCERD, and organized by Frank B. Womer and Irvin J. Lehmann in Boulder, Colorado from July 12 - 23, 1971.

In an effort to improve future workshops, an evaluation form was completed by each of the participants on the last day of the workshop and again approximately six months later. Because the directors felt that some of the major impact of the workshop experience might not evolve until the participants returned to their jobs, they decided to conduct a follow-up. This report is concerned with the 6-month follow-up.

Method

During the first week of December 1971, the summer workshop participants were sent a questionnaire. In the letter accompanying the questionnaire, they were requested to be as candid as possible when responding to the questions. Our intent was to obtain information that would permit us to make an evaluation of the various presentations. We did not wish platitudes if they were not deserved. Only with candid responses could we really evaluate the impact of the various presentations on existing or planned assessment programs.

Because of the small number of participants (17 from 10 states), the data are reported in numerical fashion rather than as percentages. The responses are based on replies received from 13 participants in nine states. Although we could assume that two of the respondents from states that had two or more members reflected the opinions of fellow members, we chose not to do this.

Evaluation

Approximately 6 months after the workshop the participants were asked to complete an evaluation form (Appendix A). The purpose of this evaluation was two-fold: (1) to provide the workshop staff with some objective (in addition to subjective) evidence concerning the impact of the workshop experience on the participants, and (2) to provide the workshop staff and Office of Education with feedback that would or could be of value for future workshops of this nature.

The major questions asked in the evaluation form were as follows:

1. On returning to your job after the workshop, what information or recommendations about assessment did you make to your CSSO or others in your state department?

2. Have any changes taken place in your state assessment since July? Were any of these changes attributable to the workshop?

3. Recommended improvements for future workshops?

4. In what ways could U.S.O.E., E.C.S., and N.A.E.P. be of help to you in developing state assessment?

5. Would you be interested in, and could you attend a 2-3 day follow-up workshop in the summer of 1972?

Type of Report Made

All the workshop participants reported that they prepared either a written, oral, or combination written-oral report to their immediate supervisor about the summer workshop. Some of the participants reported directly to their superior in the office while others reported directly to their CSSO. One state (Maine) sponsored a 2-day workshop on National Assessment to follow-up on the material presented at the summer workshop.

Some of the comments made were as follows:

"I met with other members of the department and helped to plan the procedures to be followed....Much had been pre-planned but my suggestions were followed in many ways."

"I wrote a memorandum....The memorandum has been followed by many face-to-face meetings with members of the Bureau."

"Both an oral and written report was made to our chief of planning, research, and evaluation unit. In our agency, reports are required to be made through channels, thus communication can suffer."

"Discussed N.A.E.P. with Commissioner....on two occassions."

Changes in State Assessment Occuring Since July

All but one of the states reported that some changes had taken place in their state or local assessment plans since the July workshop. Some of these changes were felt to be attributable directly to the material presented and discussed at the workshop. The changes vary from one state to another as might be expected. Some states are attempting to relate output measures to input resources. One state reported that as a consequence of the workshop, they plan to gather age and grade information although they originally did not anticipate doing this. Many of the participants indicated that their thinking about the writing of objectives and exercises, instrumentation, analysis, and dissemination became clearer after attending the workshop.

Comments such as the following were typical:

"Certainly a much greater understanding of assessment techniques by more of our people."

"The analysis and reporting will be based on techniques learned at the ECS assessment workshop."

"Worked on committee to use National Assessment material to demonstrate the use of criterion-referenced testing technique."

"We are re-examining our sampling procedures."

Two-thirds of the states (N= 6) indicated that they felt the changes that had taken place in their assessment plans could be attributed to the summer workshop. Some of the comments were as follows:

"The awareness it developed in me."

"Ways of asking questions, specific objectives, and sampling were quite helpful."

"The workshop provided a starting point in which to categorize the assessment tasks."

"The workshop has contributed to my personal skills in evaluation and planning."

"Workshop enabled me to provide input to the (mv) project."

"The concept of using criterion-referenced instruments was reinforced at last summer's workshop. The ideas about meaningful interpretation and reporting techniques to be applied to the assessment information that we are using is a direct result of the workshop."

"Our plans to incorporate criterion-referenced measures, do longitudional studies, critically review the literature and state assessment procedures, and particularly the emphasis upon study of New York and Pennsylvania models may be directly attributable to the ECS Work-

shop. The necessity to use criterion-referenced measures which means individual administration in some cases has increased concern for a sampling design. The present testing programs test 100 percent of the student population in a given grade."

Even the two states reporting "no" were positive in the sense that the workshop was of some assistance to their state's assessment plans or the participant's growth in the area of assessment.

On the basis of the replies contained in the questionnaire as well as from personal conversations with some of the participants, it is readily evident that some of the experiences provided at the workshop resulted in modifications and/or alterations of existing assessment programs. In some instances, these changes could be attributed directly to material presented at the workshop. In other instances, the workshop acted as a reinforcing agency. Regardless of how the workshop affected the participant, it is quite clear that the material presented was beneficial to the participants. If it only helped them eliminate preplexing problems or avoid costly mistakes, we feel that it served its purpose.

Evaluation of Workshop Content

On the last day of the workshop, the participants were asked to rank the various topics covered. On the follow-up questionnaire, the participants were asked to indicate what topics they felt should be included in future workshops of this kind, what topics could be excluded, and what suggestions they could offer to improve the material. The results of this question are shown in the table below.

Topic	Include in future workshops	Exclude in future workshops
Objectives	12	0
Exercise development	12	0
Sampling	12	0
Administration and scoring	9	The other three participants didn't want this topic excluded--but wanted less emphasis
Analysis	12	0
Reporting and dissemination	12	0
Pennsylvania assessment plan	8	1
Colorado assessment plan	6	2
New York assessment plan	4	5

As was the case in the initial evaluation of the various topics discussed in the workshop, the more technical aspects of the course--developing objectives, exercise development, sampling, analysis, and reporting--were perceived by the participants as being of more value. In the written comments provided, many of the respondents indicated that they would like to see major emphasis placed on the delineation of objectives, writing exercises, and a more thorough discussion of sampling and analysis. The respondents felt that there should be less emphasis on the presentation of the three state plans--Colorado, New York, and Pennsylvania--where assessment is already in progress. The comments indicated that the information about the plans were of value but the participants would like to obtain more information on the techniques used in other states.

It is not surprising that the more technical aspects of the workshop were perceived as being of maximum value to the participants. The majority of the participants readily admit that they have not been trained in these areas but yet are responsible for understanding (and sometimes actually being involved in) concepts of sampling, analysis, and development of objectives. Because of this, they favor receiving as much information as possible in these technical areas. No doubt they feel that discussions about other state assessment models can be readily obtained and understood with little technical background needed as a prerequisite.

Some respondents sent us rather detailed reports about plans in, and progress of assessment plans in their states. Others indicated that they are just beginning to get organized and have nothing to publish at this time. Still others reported that they are in the preparation stage of a report.

It is evident from the few reports received that considerable time and effort has been devoted to drawing up detailed specifications for state assessment programs. It would appear that one of the important by-products of the summer workshop was a growing awareness in the participants of the complexity of conducting a state assessment. The presentation of the N.A.E.P. model gave the workshop participants an opportunity to see what already has been done, to see some of the problems that could and did arise, and enough background information so that they could avoid some of the problems in their plans. One participant reported, "Many of the pitfalls which were discussed at the workshop helped us in developing a state plan." Another said, "....after working in this area, a plethora of new questions has arisen."

It would appear that the major distinction between criterion and norm-referenced measurement was a focal point in the participants' experience at the workshop. Many commented that they now had a better understanding between the two especially as it related to item construction and item analysis. The following comment is typical of those received to the question "Please feel free to discuss the impact of last summer's workshop in your own way."

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"Perhaps the greatest impact of the workshop was learning about the details of assessment techniques. The workshop consultants helped to furnish useful information about ways of developing more precise assessment techniques and ideas to consider when doing assessment. So, the workshop presented a potpourri of ideas, from which each state could pick and choose the ones that would fit the the assessment situation in the individual state. Of course, as always, in a workshop such as this, friendships were created with personnel from other states and much help and information was gathered through this. Also, the importance of having someone you know personally to call upon for help is important."

Assistance from other agencies

We all recognize that any assessment program can derive much valuable assistance from other existing agencies such as U.S.O.E., E.C.S., and N.A.E.P. However, we are not always certain of the parameters in which persons perceive the form that this assistance should take. Normally, we are prone to think that it is primarily in the form of financial support. And this may be the case. But, we wanted to furnish other interested agencies with information that they might find profitable in their dealings with and understanding of state assessment personnel. Following are the comments made by respondents relative to specific ways in which other agencies could be of assistance to them.

(a) U.S.O.E.

"Continue the ETS report (the one which surveyed plans in and progress of state assessment)."

"Act as clearinghouse on goal identification and assessment procedures."

"Have more definite ideas about state assessment and allocate funds."

"Provide consultants."

"Fund regional workshops."

"Put me on their mailing list to receive copies of any materials on evaluation."

"Coordinating agency--provide technical, administrative and financial assistance."

"Develop national data bank of objectives and test items."

(b) E.C.S.

"Develop a series of statements in support of contemporary management practices."

"Provide consultant help."

"Encourage assessment at LEA level."

"Provide leadership."

"Do a study of state legislation and its implementation (sic) on assessment."

"Act as a clearinghouse about state assessment information."

"PR on importance of state assessment."

(c) N.A.E.P.

"Release more items."

"Update objectives and items."

"Keep people informed."

"Provide consultant help."

"Develop state hookups with national assessment."

On the basis of the responses received, it would appear that the workshop participants had a somewhat clear-cut, delineated set of goals insofar as assistance to be received from U.S.O.E., E.C.S., and N.A.E.P. are concerned. Basically, the participants felt that the major contribution that U.S.O.E. could make was in terms of financial assistnace. The respondents perceived E.C.S.'s role as a clearinghouse of information on state assessment and as the agency to be primarily responsible for providing the leadership and encouragement for conducting state and local assessment programs. N.A.E.P.'s role, as might be expected, was primarily to provide consultant help to the individual states.

Future workshops

All 13 respondents indicated that they would be interested in attending a 3-day follow-up workshop where the major emphasis would be on a discussion of progress and problems encountered in their individual assessment programs. The follow-up for these persons would overlap a planned workshop for new people in order that there could be a sharing of experiences and information that would be beneficial to all. Eight participants indicated that they could attend, one was quite certain, and four stated that they would if they could obtain approval of their supervisor.

Conclusions and Recommendations

On the basis of the workshop evaluation as well as from informal discussion with the participants, it is evident that the workshop was very successful. This does not mean that there were no problems -- there were some minor ones which can be easily corrected. The participants were very pleased with the overall structure, the content, and the speakers. They felt that they obtained a better understanding of National Assessment in general, and their local assessment plans in particular. This, of course, was the intent of the workshop, It was not the directors' intent to proselytize the participants for a particular plan. Rather, it was our intent to give the participants a general view of assessment so that they would be better able to implement the information presented at the workshop insofar as their state plans were concerned. In this way, hopefully, future state and local assessments would be more valid and reliable and would avoid some of the problems experienced by others. As many of the participants said "there is no reason to re-invent the wheel."

All respondents indicated that they presented some sort of report on the workshop to their immediate supervisor (one actually discussed it with his CSSO). Many felt that subsequent changes in their state assessment plans were directly attributable to the information presented at the workshop. One might try to encapsulate the various comments regarding the impact of the workshop by saying that it gave the participants an opportunity to obtain a clearer picture of what a state assessment program involves.

The technical portions of the workshop were perceived as being of most benefit. Although the participants felt that they learned something from the three states reporting on their programs, most of the participants felt that attention should be given to a discussion of the techniques being used rather than just a report of progress, per se.

The participants also suggested ways in which the U.S.O.E., E.C.S., and N.A.E.P. could be of assistance to them in developing state assessment programs. U.S.O.E.'s role was perceived as primarily financial; E.C.S.'s as primarily public relations, and N.A.E.P's role as primarily operational.

Our recommendations are five in number:

1. Future workshops should be conducted using a plan very similar to the one used in July, 1971 insofar as structure and content is concerned. The major emphasis should be on a discussion of the technical aspects of assessment--formulating objectives, exercise development, sampling, analysis, and dissemination. Less emphasis should be on administration and reporting. Possibly only one or two state plans already in existence should be reported.

2. An attempt should be made to structure future workshops so that they will be condensed into one week.

3. A follow-up workshop was recommended by all the former participants to discuss plans already underway, those in the planning stage, problems encountered, and solutions found.

4. E.C.S. and N.A.E.P. should attempt to coordinate and disseminate information about state assessment programs. A more intensive follow-up should be made with the workshop participants to obtain information that will assist E.C.S. and N.A.E.P. in working with local states. One way of course, is to have more workshops of the kind conducted in 1971 and planned for the summer of 1972.

5. Consideration should be given to the feasability of conducting short workshops in individual states as a follow-up of the major summer workshop. Time commitments preclude the opportunity to discuss in any great detail specific concerns and problems.

ECS ASSESSMENT WORKSHOP

Follow-up
Questionnaire

Frank B. Womer
Irvin J. Lehmann

December 1971

1. When returning to your state last summer (or early fall) did you do anything to present information or recommendations about assessment to your CSSO or others in your state department? Please explain.

2. Has any change taken place in assessment in your state since July? Please describe if yes; please explain if no.

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3. If you answered yes to (2) would you attribute any of that change to last summer's workshop? Please explain.

4. You have had about six months to reflect on the workshop. As you see it now, please answer the following three questions; assuming that another similar workshop may be arranged for states not represented last summer.

Topics	What talks (discussions) would you definitely want included in such a workshop?	What talks (discussions) would you leave out of such a workshop?	What specific suggestions for improvement do you have?
objectives			
exercise development			
sampling			
administration and scoring			
analysis			
reporting and dissemination			
Pennsylvania assessment			
Colorado assessment			
New York assessment			

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5. Please include any materials about assessment in your state that you have used in the last six months in your department or have sent to schools.

   Please feel free to discuss the impact of last summer's workshop in your own way.

5. In what way(s) could the U.S. Office of Education or the Education Commission of the States or National Assessment be of help to you in developing state assessment?

   (a) USOE

   (b) ECS

   (c) NAEP

7. We are applying to USOE for funding for another workshop in 1972. As a part of that we hope to have a 2-3 day "follow-up" workshop for the ten states attending last year. Would you be interested in such a workshop? Could you attend such a workshop? The proposed dates would be August 25-28, with Sunday, August 27, free of meetings. It would be in Boulder.

	Yes	No
Would be interested	____	____
Could attend	____	____

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